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NEP 2020: AN APPROACH TO REVOLUTIONIZING THE INTEGRATED TEACHER EDUCATION PROGRAMME

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ABSTRACT

Education is the powerful weapon for transforming the world. Teacher education and research both are the significant tool for raising the standard of teachers, and working circumstances of teaching in today's world. Generally teaching is all pervasive and it influences all domains of our daily life. Implementation of Integrated teacher education programme will provide flexible and effective ways for professional development for in-service & pre-service teacher education. This paper analyses the importance of integrated teacher education programme (ITEP) as recommended in National Education Policy 2020. This programme intends to develop quality teachers equipped with pedagogical practices. This paper also puts forward the principles and challenges in the implementation of integrated teacher education programme (ITEP).

KEYWORDS: ITEP-Integrated Teacher Education Programme, NEP-2020 etc.

1. INTRODUCTION

The National Education Policy was created to raise the standard of education in the nation and was centred on giving all citizens access to educational resources. In order to fill the teaching profession at all levels, the new education strategy must assist in attracting the finest and brightest candidates. To develop a pool of educators who will mould the future generation, teacher education is essential. A multidisciplinary viewpoint and understanding are needed to prepare teachers.

Education is a dynamic process. In the sphere of education, teacher performance is the most important factor. Education provides a new vision to the nation and the individual. Any society's ability to bring about social, economic, and political progress is greatly influenced by its level of education. Education enables people to learn the proper behaviors at the appropriate times. Effective teachers are needed for such a curriculum. The adage "teachers build nations" is widely accepted. The main character in the formal teaching and learning process is the instructor. Teachers are responsible for the students' future. It is impossible to overstate the value and position of teachers in society. It is necessary to improve the standard of the teacher preparation programs. Teachers lack the critical thinking skills necessary to address problems with organization, content, and other aspects of instruction. The curriculum of

teacher-education programmes needs to be altered in accordance with the shifting needs of society, and teacher-education programmes as a whole require restructuring.

Any progressive country that is committed to providing its citizens with a high standard of living is always concerned about the quality of teacher education. Through a number of educational policy initiatives, the National Curriculum Framework, and other initiatives, efforts were made to enhance the nation's teacher education situation. The National Education Policy 2020 stated that several steps must be taken to improve the state of teacher education in our nation. The policy emphasizes on the need for re-establishing teachers' role in society and acknowledges that teachers are at the centre of major improvements in the educational system. The high standing of the teaching profession must be re-established in order to encourage the best people to become teachers. As we are all aware, a teacher's effectiveness is greatly influenced by the quality of the training and encouragement provided to help them become reflective practitioners. We need teachers, who don't just view their jobs as teaching. In fact, one of the key stages to reclaiming the honour of teaching is to turn student teachers into highly devoted professionals.

What is Integrated Teacher Education Programme?

Teacher education is absolutely essential, in order to build the team of educators who will shape the future generation. Teachers need to be educated in Indian culture, knowledge, and customs as well as the most recent advances in pedagogy. The integrated teacher education programme is not a very new idea in our nation. Since more than 50 years ago, NCERT, India's premier organisation for school education, has maintained an integrated teacher education programme. But only in the past ten years have these longer-term teacher education programmes begun to receive more attention, particularly since the Justice Burma Commission on Teacher Education identified the drawbacks of fragmented, short-term programmes and advocated for integrated teacher education programmes.

The Central Government has established a 4-year Integrated Teacher Education Program (ITEP), in order to provide pre-service training with built-in specialities in primary and secondary education. Additionally, approval has been given for an integrated teacher training programme to be run by the National Council of Educational Research and Training (NCERT) and National Institute of Educational Planning and Administration (NIEPA), in all States and UTs, for in-service training of teachers, school heads, and other functionaries at the elementary level. The goal of the four-year Integrated Program in Education is to combine B.Ed. pedagogy with liberal arts and sciences. Beginning in 2020, MHRD will roll out an integrated teacher education programme throughout India. Although the new programme is of high quality, there are some difficulties as well. The National education policy 2020 has given substantial support for high-quality integrated teacher education programmes. By 2030, a four-year integrated B.Ed. degree with a substantial practical component through student teaching at the school level will suffice as the minimum degree requirement for becoming a teacher.

We cannot guarantee the efficiency of a programme just by lengthening its duration; instead accountability, responsibility and mechanisms for quality control are crucial components. It is unwise to believe that a high-quality integrated teacher education programme could be created by merely incorporating graduating course material or a professional education component. Rather, it is a newly revamped educational programme where professional education components and core academic content are combined in a very natural way. Thus, the process of preparing teachers demands perspective, the development of attitudes and knowledge, values, and the growth of practise, all of which can only be accomplished through a multidisciplinary approach. Two key topics to cover when discussing about integration are, which components need to be integrated and how “integration” can be accomplished most effectively. The English word “integrate” comes from the Latin term ‘integrare’, which means to complete or renew (Gavelek, Raphael, Biondo, & Wang,2000). It is important to consider the right combination of content with pedagogy and professional education component in a teacher development programme rather than just the content matter. True integration in teacher education programme is possible only when the pedagogy and content of the subject are connected. The integration of theoretical perspective with practical components is the next factor to be taken into account. Thus, the field experience becomes an integral part in teacher education. So, to achieve the objectives of integrated teacher education programme, a balanced preparation programme that emphasizes both theory and practical use of evidence-based teaching techniques, is required. Therefore, integration in teacher preparation programmes shouldn't just depend on integrating several departments or disciplines in a multidisciplinary setup; rather, integration of all the above discussed components needs to be seen favorably. (Brownell, Ross, Colon, & McCallum,2005)

Importance of An Integrated Teacher Education

The National Curriculum Education Policy 2020 has established high standards for teachers. According to this New education strategy, the finest and the brightest teachers must enter the teaching profession at all levels. Because the quality of teacher education is greatly influenced by the calibre of candidates who choose to enter this field. Apart from that the integrated teacher education institutions are affected by the highly adaptive, flexible, and inclusive curriculum and its transactions, the evaluation method used, the learning environment and infrastructure of the teacher education institution, etc.

Here, teachers are expected to have a lifelong desire to learn and they are required to have strong techno-pedagogical content knowledge. As a teacher, one should understand the students’ expectations and societal needs so that, the actual aim and objectives of the teacher education institutions can be fulfilled. Teachers must have faith in their capacity to influence social change. They must fully aware about their own potential, & ability as visionary leaders and agents of change. The selection process for teacher education has several flaws, and there is no set of pre-determined criteria, that must be followed when accepting students for this teacher education programme (Kumari,2020). According to studies, pre-service teacher preparation programmes continue to play a significant role in how teachers learn and perform in the challenging conditions of a real classroom and school.

The goal of the pre-service teacher education programme is to produce competent teachers who are equipped with pedagogical strategies to handle the rising demands of the teaching profession. The stark reality is that teacher preparation and teaching quality fall short of expectations. The stark reality is that teacher preparation and teaching quality fall short of expectations. (Panda,2021).

Studies have shown that integrated teacher education programmes are well-liked, especially when compared to stand-alone teacher education programmes. Under the current educational system, to obtain a B.Ed. degree, five years are needed. But ITEP helps students to save a year's worth of money and crucial time. Students who successfully complete the ITEP are entitled to enrol in post-graduate programmes in their chosen fields at institutions. It trains excellent teachers in the major subjects and pedagogy. A national level aptitude test is conducted to admit students, and it aids in securing seats under the government quota. ITEP students will receive a dual-liberal bachelor's degree in Education and a choice of specialty subjects, including Economics, History, Mathematics, Computer Science, and Music, etc. Through a continual evaluation pattern that includes seminars, tests, etc., student learning will be evaluated. Along with education, students will also learn science or the arts. Due to the small number of students, the teacher educator will devote all of his attention to the students' learning. Publication and faculty fieldwork will be encouraged. With the aid of school complexes, teacher education institutions will carry out community service, adult education & vocational education etc. In this context, discussing integrated teacher preparation programmes makes logical.

Review of Literature

There is however very little literature that reveals current methods and practice in Indian universities and colleges regarding NEP 2020 in college³ and school education, so in this juncture many researchers study in India recently; we can take themselves as guide for this study: **Deb, P. (2020)** published an article on “Vision for Foreign Universities in the National Education Policy 2020: A Critique” that deals with the internationalization of Indian higher education as one of the stated aims of the National Education Policy (NEP) 2020. **Suryavanshi, S. (2020)** has made an attempt to compare teacher education in Indian universities with that in Chinese university as a case study and concluded that autonomy is essential to faculty members and institutional leaders to innovate and explore in their teaching, research, and service. The paper also suggested that the universities must have the individual autonomy-as proposed by NEP-2020 is definitely the right step ahead. **Gupta (2020)**, Hence, the policy will have to develop a learning regime that takes into account the cultural and geographical diversity of our great nation as well as the different learning pace of each pupil. The upcoming breed of technology savvy teachers will act as mentors to students in guiding their students about new technologies and will be the main motivators and initiators of the IT implementation at schools. **Manoj & Ambika (2020)** The major challenge, however, lies in imparting vocational training as there is a danger of attributing certain vocations to certain specific communities who have been traditionally dependent on certain occupations for many generations. The proposed vocational training should be based on the identified aptitude of the students. The people need to change their perception towards

vocational education while the policymakers and administrators have to introspect the reasons why India is still far from achieving the target set by Kothari Commission in 1964-66.

Rationale of the Study

The quality higher education in particular reference to teacher education field has the objective of developing human beings who are responsible for creating better society by means of improved human value-based discipline, and respecting each other for growth and prosperity. Quality higher education also makes everyone to contribute to discovering new technology, adopting new technology, or promoting new technology which can contribute to the progress of teacher training in particular society in general. It is expected that the new education policy which is research focused, will accelerate the attainment of the following objectives and makes every stakeholder as innovator. This study gives a complete view of the need innovative teacher education system in India. So, there is a need to get understanding of current practice and technique in teacher education in different higher education institution during implementation of the NEP-2020.

Objectives

The present study addressed with the following objectives:

- 1. To highlight Key Features of Integrated Teacher Education Programme*
- 2. To highlight Principles for Developing and Implementing an Integrated Teacher Education Programme*
- 3. To highlight the current challenges Challenges in Implementation of Integrated Teacher Education Programme*
- 4. To highlight some of the practical and major classroom obstacles*

Issues in Hand

Following are the issues or research questions upon which the analysis will be based on:

- 1. What are the Key Features of Integrated Teacher Education Programme?*
- 2. What are the Principles for Developing and Implementing an Integrated Teacher Education Programme?*
- 3. How can the universities and colleges implement the NEP 2020 in the challenging context of our country?*
- 4. What are the practical problems facing by the class during implementation?*

METHODOLOGY

Descriptive survey method was used in the study as the investigators tried to get information about more than one variable and assigned numerical value to those variables also with better understanding of perceptions of stakeholders (Hittleman & Simon, 1997). Through this method information about conditions, situations and events that occur in the present can be obtained (UNESCO, 2005b).

Therefore, in the present study the investigator used this method to explore all possibilities to measure the current challenges and other features and principles during implementation of NEP-2020 by educational institutions to overcome the present obstacles faced by universities and colleges during organizing teacher education programmes.

Secondary Data Collection

The sources of secondary data were the published and unpublished reports. Data from secondary sources were gathered from Wikipedia, books, articles, journals, NEP-2020 published reports, and government documents, and quantitative information with regard to teacher education, value in curriculum, implementation procedure, and integration system. The secondary sources like books, journals, articles, etc., also provided a picture of the actual educational scenario of current problems under NEP-2020 for teacher education programme in the universities.

Analysis

Key Features of Integrated Teacher Education Programme

- One of the main requirements of the National Education Policy 2020 connected to Teacher Education is a dual-major holistic bachelor's degree delivering the B.A. B.Ed./B. Sc. B. Ed. and B.Com. B.Ed.
- It will be offered in pilot mode initially in about 50 selected multidisciplinary institutions across the country.
- The National Council for Teacher Education (NCTE) under the Ministry of Education has devised the curriculum of this course.
- The new curriculum enables a student-teacher to get a degree in education as well as a specialized discipline such as history, mathematics, science, arts, economics, or commerce.
- The ITEP will be available for all students who choose teaching as a profession after secondary, by choice.
- This integrated course will benefit students since they will save one year by finishing it in four years rather than the customary five years required by the present B.Ed. plan.
- The commencement of Four Year ITEP will be from the academic session 2022-23.
- Admission for the same will be carried out by the National Testing Agency (NTA) through the National Common Entrance Test (NCET).
- This course will be offered by multidisciplinary institutions & will become the minimal degree qualification for school teachers.

Principles for Developing and Implementing an Integrated Teacher Education Programme

For the successful establishment of integrated teacher education programme, It is preferable to establish certain key principles that guide the design of teacher education programmes. The acceptance and implementation of the principles that comprehensively define our conceptual framework for integrated teacher education has been at the centre of our discussions about the direction of teacher education. The key principles are shared below.

Principle of Integration

Ensure full integration, which entails integrating theory and practise as well as content, pedagogy and knowledge. A link should be developed between teacher education, school education, and societal context. The key is to do rid of the stereotypically segregated teacher education programmes, and integration needs to be reinterpreted within the framework of a multidisciplinary institute. All teacher education programmes must be performed in composite multidisciplinary institutions since teacher education demands multidisciplinary inputs and education in high quality content as well as pedagogy. (NEP,2020).

Principle of curriculum development

A good teacher education institution must include flexible curriculum and teacher education institution's autonomy. At the same time that teacher educators' autonomy promotes innovation in the transactional process and the flexibility of the teacher education curriculum helps in addressing contextual variance and concerns. Improved facilities in teacher education institutions will undoubtedly speed up the process. It is crucial to have clarity regarding how teacher training aligns with different educational phases. The procedure and incorporation of specialty in teacher education curricula with regard to various educational levels, such as foundational, preparatory, intermediate, and secondary stages, must be defined thoroughly, and rules must be established in detail.

Principle of selecting suitable teacher

Integrated teacher education programme should be designed as an outcome-based programme, where professional standards of teachers are used as benchmarks for producing qualified teachers for the nation. Effective teachers are well-versed in the subject areas that are the foundation of their instruction. Additionally, they have a thorough understanding of the various types of knowledge that are embodied in the conventional disciplines, the interdisciplinary nature of research, and the various types of understanding that each student brings to the classroom. Thus, all of our programmes for preparing teachers assist candidates in gaining real-world knowledge that combines many types of understanding, skilful action inside and outside of the classroom, and a specific sensitivity to the diversity of students. Candidates for teaching positions should have a solid understanding of student development, the subjects they will be teaching, and assessment techniques. Good teachers always rely on their students' interests, learning preferences, and aspirations.

Principles for creating a suitable learning environment

In actual educational environments, educators must be considerate, self-aware, and compassionate. In order for instructors to support candidates in building and evaluating this professional knowledge, teacher education programmes must maintain or establish experiences in schools and on campus. Thus, early and ongoing exposure to the various realities of children, teaching, and schools is a feature of all of our teacher preparation programmes, whether through actual immersion or simulation. A positive physical, social, and academic learning environment must be fostered by teacher candidates.

Principle of community interaction

Building strong connections with the neighbourhood's schools, teacher training programme, and community is crucial. In order to maintain relationships with schools, teacher preparation programmes, and the local community, the possible school complex concept as envisioned in NEP 2020 would be expanded. This would undoubtedly aid in comprehending the rich and diverse community that serves as the information base for teacher education programmes. These resources serve as a supplement to the teaching and learning process and also promote values like a sense of responsibility for the community and awareness of the teacher's position as a transformational leader. The relationship with the local schools may take many different forms, such as the school serving as a research environment for faculty members of the teacher education institute, a co-teaching space for student teachers, or an invited expert. Participants must build a feeling of community via involvement in shared activities and issues in order to make the teacher preparation to be effective. It gives programmes consistency, encourages a respect for the value of teamwork, and generates conversation that aids in the ongoing revitalization of teacher education. In order to do this, all of our teacher education programmes encourage a feeling of community among teacher candidates, faculty members and candidates, as well as between the university and the schools.

Principle of learning

NEP 2020 emphasises learning as a self-learning participatory process taking place in the learner's social context as well as a larger social context of the community to the Nation as a whole. Learners are well aware of the purpose of practicum and various activities involved as a part of linkage with practicum. All parties involved must be made aware of the clear policies, processes, regulations, expectations, and standards related supervisory practise, including the evaluation process, before the practicum begins, preferably well in advance. Teacher education programmes should give the opportunities to the teacher educators to individualize and personalize their preparation as teachers. As a result, all of our teacher preparation programmes provide prospective teachers a good deal of autonomy over how, when, and where of their education. This gives them the opportunity to customise a large chunk of their work in accordance with their interests, skill level, learning preferences and ideals.

Principle of critical reflection

Critical analysis of the assessment method and thorough alignment with programme objectives are required. Planning assessments should take into account revolutionary developments in assessment methodology in order to meet the objectives of various courses in teacher education. Collaboration between teacher educators and the professional learning community should be encouraged. In order to maintain a healthy academic atmosphere, there should be sufficient space for teacher educators to reflect, engage in critical dialogue, and participate in constructive argumentation.

Challenges in Implementation of Integrated Teacher Education Programme

The major challenges faced during integration of teacher education are discussed in the following headings, which needs to be considered. (S.Kumari, 2020).

- ❖ **Flawed Curriculum:** The curriculum is still formal and conventional. It is heavily theoretical, and the practical side is not given as much weight. Theory and practice are not very well integrated. It is unrealistic and unconnected to life and society. However, issues occur when a single curriculum is mandated for all children. Each youngster develops concepts at a different rate. When teachers are required to teach a set curriculum to pupils with different needs, the situation becomes critical. Additionally, teachers don't have enough time to provide compelling curriculum that meets students' demands.
- ❖ **Ineffective Teacher Educators:** Teacher educators are not that much capable enough. They are ineffective at helping student teachers acquire the appropriate level of abilities. They lack expertise in the topic matter. When it comes to managing classroom issues and student teachers' behavioral issues, they lack competence.
- ❖ **Lack of use of Science and Technology:** The development of science and technology has made the globe more interdependent and is transforming it into a global village throughout time. The world has become smaller as a result of globalization and the growth of science and technology. All types of information are quite simple to get. Every nook and cranny of the nation now has access to the internet. However, teacher education programmes have not fully embraced the newest technologies to help students improve their teaching abilities. Still now in teacher education training institutions, stereotyped and theoretical methods continue to predominate.
- ❖ **Lack of regulatory oversight of teacher education institutes:** The NCTE is a regulatory agency that oversees how well those schools are run and maintains control over the caliber of their instruction. In these institutions, it establishes and upholds the educational standards. But during the last few years, there has been a significant increase in the number of institutions offering teacher education, making it challenging to keep track of them all. In order to save money, some of these institutions are sacrificing quality.
- ❖ **Traditional teaching strategies:** For the preparation of future teachers, traditional teaching strategies are still commonly employed. The latest discoveries and experiments are not presented to students. There are hardly any modern classroom communication tools at institutions. How can we think that, student teachers to employ innovative teaching techniques when they don't observe their mentors using them?
- ❖ **Lack of Creativity:** creativity is crucial for the holistic development of people. Any task requires creativity to complete. But while imparting knowledge in teacher education programmes, this component are disregarded.
- ❖ **Lack of life skill development:** These abilities are necessary for personal growth and development. Man can overcome the challenges of life with the help of these abilities. These include intellectual abilities such as self-awareness, problem-solving, creativity, decision-making, and critical thinking; social abilities such as interpersonal interactions, effective communication,

and empathy; and emotional abilities such as stress management and sympathy. The main problem is that teacher education is memory-based, meaning that students are not actively involved. As a result, kids are not developing the kind of life skills that are crucial for their overall growth.

- ❖ **Lack of Co-curricular activities:** Co-curricular activities are unplanned and insufficient in teacher education. These activities are occasionally neglected as a result of poor time management. But in today's competitive world, this practice is increasingly a crucial component of academic instruction. The lack of adequate planning and organization options offered by student teachers causes issues for instructors in their future professional lives.
- ❖ **Quality education:** A teacher's work quality, which has a substantial impact on the students they teach, is related to the quality of education they provide. The required standards for teacher education have not been met. Teachers lack critical thinking skill to address problems with instructional strategies, curriculum, organizations, etc. More emphasis is placed on theoretical ideas, yet teachers are unable to apply these principles in actual classroom settings.
- ❖ **Problem of teaching practice:** This is one of the biggest issues in the teacher education institutions. The way that teaching is done is neither appropriate nor effective. The duty of conducting teaching practice is not taken seriously by the student teacher. They act carelessly and irresponsibly. They behave with disregard for the students and the school. They simply view classroom practice as a good time and a form of entertainment. The school and its administration are also an issue since they intervene a lot, do not prepare for teaching practice sessions, and do not give student teachers the required lectures. Schools where teaching practice is conducted are not up to par. There is no modern technology available. They are merely schools without many of the amenities of today.
- ❖ **Lack of Supervision & proper evaluation:** To achieve the desired progress in skills and behavior, student teachers need effective supervision & evaluation at each stage. They require supervision while they plan and deliver lessons, practice skills to develop confidence in dealing with challenging situations in the classroom. However, in teacher education institutes, there is a dearth of competent oversight and supervisory staff. Assessment of teacher preparation is flawed. The final session of the day includes exams. Both internal and external evaluation are subjective. Sometimes, the college of education gave favorable internal evaluations to undeserving candidates in order to obtain good results.
- ❖ **Time Duration:** The length of the teacher education programme, which is two years, has been a subject of intense dispute. The execution of the teacher education programme, which incorporates theory, practical applications, and internships in real schools, takes a lot more time. 2020 national education policy calls for a four-year integrated teacher education programme. Therefore, the duration of the current teacher education programme needs to be increased.
- ❖ **Classroom challenges:** A competent teacher has the fortitude to tackle all these difficulties head-on and overcome them boldly. Lack of teamwork, little personal time, pursuing long-term goals, disagreements and student justifications, among other issues, are some of the usual classroom difficulties that, teachers encounter. It is possible to increase teacher retention rates, student

success rates, and the overall quality of education by addressing these frequent classroom problems.

Some of the major classroom obstacles are discussed in the following headings.

- ❖ **Lack of funding & proper facilities:** For successful implementation of numerous instructional objectives and related activities during an academic year, adequate money from management and parent is required. Unhealthy financial situations exist in a large percentage of educational institutions. Basic amenities such as well managed classroom, libraries, hostels, and buildings are lacking.
- ❖ **Lack of Time for Planning:** Unlike in the past when teachers can't just finish off their syllabus and typically evaluate the students. The situation is more challenging today. They will have to handle multiple roles in the classroom. Teachers are finding it really challenging to handle multiple roles as they lack enough time for planning.
- ❖ **Lot of Paperwork:** The school administration frequently assigns teachers extra responsibilities in addition to creating high-quality lesson plans. Creating trustworthy statistics and updating student growth indicators are two significant classroom difficulties they must manage in addition to taking notes. They must devote a lot of time away from their usual schedules to complete these extra paper works. The caliber of the job they produce may be greatly impacted by this.
- ❖ **Balancing Diverse Learning Needs:** Any school will have a variety of pupils with different learning styles and needs. It will be quite difficult to satisfy each of them in the same way when implementing a specific curriculum. Teachers are experimenting with different teaching methods nowadays to accommodate fast and slow learners. Personalizing and Differentiating Instruction What is effective for one student may not be effective for another. Teachers are aware of this and are searching for newer methods to assess various ability levels. The modifications that teachers want to see include media-enhanced tests, fresh question styles, etc. The best approach is to mix up your teaching techniques while keeping things straightforward, although this is challenging to do.
- ❖ **Changing Educational Trends:** As educational trends have changed over the years, this is one of the worst classroom issues that educators currently face. Schools will be ready to adopt new technology and tools to stay current with emerging trends. To properly train instructors on how to utilize these new tools, they might not go to the same lengths. Teachers will need to determine how best to use the new tools. Their teaching methods may become inconsistent as a result, which more frequently causes frustration and poor job satisfaction.
- ❖ **Challenges for teachers:** Teachers Taking on too many responsibilities & roles at once like, a social worker, counselor, psycho educator, and/or more in addition to teaching. Throughout the day, they are required to perform a variety of tasks. They will, unfortunately, have to shoulder a great deal of burdens. Teachers are advised to stick to the textbook material and instruct while thinking about the final exams that the students will take. As a result, pupils now only learn the material that is prescribed in textbooks by teachers.

CONCLUSION

As suggested in NEP 2020, integrated teacher education programme is a very innovative model for both pre-service and in-service teacher preparation. A comprehensive and multidimensional teacher education programme can only be achieved by a well-designed curriculum with a longer duration of programme. It raises a lot of hope for updating current teacher education programmes and reshaping the educational structure of our nation. It will be definitely a successful step only if, the numerous programme design principles are carefully followed and plans are implemented in accordance with them. The highlighted challenges must be carefully handled in order to get the desired results.

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